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part of Miss Johnstone's compilation, because it gives a glimpse of the policy and principles of both the king's party and the confederated barons.

The very important years of Edward I's reign, from the accession down to the Scottish period (1272-91), are passed over with very scanty notice. They occupy only fifteen pages (150-64) out of nearly three hundred. It is difficult to see why the author, who has given us many pages of details of the French expeditions of Henry III, should have omitted almost the slightest reference to the enduring work of the first twenty years of the English Justinian.

For the close of Edward I's reign Miss Johnstone relies almost entirely on the chronicle of the Yorkshire annalist Walter of Hemingburgh and for Edward II's reign (which with disproportionate emphasis occupies the last third of the book, pp. 203-90) the authority is the anonymous *Vita Edwardi II*, with very few extracts from Geoffrey le Baker's eulogizing chronicle of Edward II, the Yorkshire *Gesta Edwardi*, and the *Annales Paulini*. It would have been interesting had the author drawn more largely on the last-named source, for the chronicler of St. Paul's was a Londoner and a layman. Few chronicles of the Middle Ages reflect the civic spirit and still fewer transcend the monastic point of view.

We are puzzled to know just what function Miss Johnstone's interesting collection of extracts could fulfil in the pedagogical scheme. As a "source-book" it could serve only for a class studying a most restricted portion of English history, and for the special student of the mid-Plantagenet period it could by no means replace the full text of Matthew Paris, Hemingburgh, on the statutes of the realm. The advanced student will not need this reprint of extracts from record and chronicle; and for the elementary student, the extracts, presented as they are without introduction or comment, and in such great abundance would, we fear, be somewhat confusing and bewildering.

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*The Teaching of Mathematics in Secondary Schools.* By ARTHUR SCHULTZE. New York: Macmillan, 1912. Pp. xx+370. \$1.25.

This book differs from the two well-known books on the teaching of mathematics—the one by Professor David Eugene Smith, the other by Professor J. W. A. Young—in that it covers a much more restricted field. The book is for the most part a publication of a series of lectures, delivered by the author at New York University, in which he aimed to give concrete discussions of problems which arise in actual teaching. Excepting the two introductory chapters, the author has largely avoided generalities and has confined himself to concrete illustrations of effective methods of attack of fundamental topics. Although the book contains much material that is obvious and commonplace to the experienced teacher, it will, nevertheless, prove valuable to him, because of the numerous exercises and many clear figures. There are 118 exercises and

51 figures in the chapter on equality of triangles (chap. viii) alone. The various topics are treated in sufficient detail to be of great assistance to the inexperienced teacher.

The author is a vigorous exponent of the disciplinary value of education. In the preface its purpose is stated as being "to make mathematics teaching more disciplinary and less informational." It is, therefore, more important for a student "to learn how to demonstrate, than to learn demonstrations." Throughout the book emphasis is placed upon the importance of training pupils how to attack a problem. Two chapters (chaps. xi and xv) are devoted entirely to the modes of attacking theorems and problems.

The first chapter is a general discussion of the causes and remedies of the present inefficiency of the teaching of mathematics. False aim on the part of the instructor, memoriter work on the part of the student, "star" students, and attaching great significance to spectacular results obtained by examinations for which deliberate preparation has been made, are the chief evils stated. The second chapter deals in detail with the aim and disciplinary value of mathematics. The remainder of the book deals with the following topics: various methods (chap. iii), definitions (chap. v), the first propositions in geometry (chap. vi), original exercises (chap. vii), miscellaneous topics of the first book of geometry (chap. x), proportion theorems (chap. xiv), impossible constructions (chap. xvi), remarks on solid geometry (chap. xvii), applied problems (chap. xviii), and the teaching of trigonometry (chap. xix). Topics or pure mathematics are treated under foundations of mathematics (chap. xiv), methods of attack (chap. xv), limits (chap. xiii), and the circle (chap. xii).

In the last chapter the following principles are stated regarding the teaching of trigonometry: (1) emphasize all parts applicable to practical problems or which lead indirectly to such applications; (2) reduce topics which require memorizing; (3) define functions as the quotients of the sides of the right triangle; (4) introduce general definitions and extended theory late in the course, after the student has applied the elementary theory to many practical problems. Most of the textbooks recently published bear out these principles which seems to indicate that teachers of trigonometry are accepting these principles as basic.

In the chapter on the curriculum of algebra, there is a brief discussion of combined mathematics. The author attempts to state both sides of the argument, but it is clear that he has little sympathy with complete correlation of algebra and geometry. It is to be noted that he gives but two reasons against the correlation movement: (1) that this is in an experimental stage, (2) that "there exist many high schools in which the first-year students are not capable of attacking geometry as successfully as algebra" because "algebra resembles arithmetic." In the light of European experience and the recent experience of a rapidly increasing number of high schools in the Middle West, the first argument needs no longer to be refuted. The condition given as the second reason would be extremely hard to prove. Progressive grade teachers

are everywhere insisting that they be permitted to teach the elementary theorems and applications of geometry because (1) it is natural, (2) their students have the ability, and (3) students are interested in this type of mathematics. This demand is sound in the light of modern pedagogy. The equations of generalized arithmetic are being emphasized. All this means correlated mathematics in the upper grades of the elementary school. Under this condition correlated mathematics follows in the first year of high school because it "resembles arithmetic" of the grades.

Thus there will be a natural and unbroken development from the time the student has mastered the fundamental number concepts in the lower elementary grades to the advanced university courses. The questions to be asked are: (1) Ought the condition which the author describes to exist? (2) If not, would not a proper correlation eliminate it?

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## BOOKS RECEIVED

### LATIN, SPANISH, GERMAN, AND FRENCH

- Giese, William F. *Graded French Method*. New York: Henry Holt & Co., 1913. Pp. x+438.
- Hebel, I. P. Stern, Menco (Ed.). *Schatzkästlein des rheinischen Hausfreundes*. New York: American Book Co., 1913. Pp. 179.
- Picard, Dawson, John C. (Ed.). *La Petite Ville*. Boston: Ginn & Co., 1913. Pp. xx+177. \$0.40 net.
- Prokosch, E. *German for Beginners*. New York: Henry Holt & Co., 1913. Pp. xiii+336.
- Schmidhofer, Martin. *Erstes Lesebuch für amerikanische Schulen*. Boston: D. C. Heath & Co., 1913. Pp. 139. \$0.40.
- Tunstall, Robert W. *The Latin Ladder; Introductory to the Study of Caesar*. New York: Macmillan, 1913. Pp. xiv+290. \$0.90 net.

### MISCELLANEOUS

- Baldwin, Ralph L., and Newton, E. W. *Standard Song Classics*. For High Schools and Academies. Choruses for mixed Voices. Boston: Ginn & Co., 1913. Pp. 162. \$0.60.
- Chamberlain, Arthur Henry. *Ideals and Democracy*. Chicago: Rand, McNally & Co., 1913. Pp. x+173.
- Dopp, Katherine Elizabeth. *The Early Sea People*. For Intermediate Grades. Chicago: Rand McNally & Co., 1912. Pp. 224. \$0.50.
- Harper, Merrit W. *Animal Husbandry for Schools*. New York: Macmillan, 1913. Pp. xxii+409. \$1.40.
- Jevons, F. B. *Comparative Religion*. Cambridge University Press, 1913. Pp. vi+154. \$0.40 net.